# Introduction to Effective Coaching

# *Objectives*

- To identify the "why" behind coaching.

- To define the differences of Coaching vs. Consultation.

- To define characteristics of an effective coach.

- To identify the 5 different types of coaching.

- Roles and responsibilities of coaches.

- The future of coaching programs.

# Why Coaching?

| TRAINING COMPONENTS | Understand knowledge & skills impact on teachers | Actually learn skills | Actually apply skills in the classroom |
|---|---|---|---|
| **Presentation of theory** | 85% | 15% | 5% - 10% |
| **==Plus== modeling** | 85% | 18% | 5% - 10% |
| **==Plus== practice & low-risk feedback** | 85% | 80% | 10% - 15% |
| **==Plus== coaching feedback & peer visits** | 90% | 90% | 80% - 90% |

*Joyce B. & Showers, B. (1995). *Student achievement through staff development: Fundamentals of school renewal.* White Plains, NY: Longman.

# _Consultation versus Coaching_

**Consultation**

- One person or a group
- Creates and directs goals
- Problem-Solution focused
- Directive, expert role
- Short-term, project focused
- Technical

**Coaching**

- One person
- Focuses on other person's goals
- Builds on other person's strengths
- Collaborative partnership that supports growth of the other person
- Ongoing as needed
- Relationship building

# _Consultation versus Coaching_

Scenario #1

A teacher has contacted you about a new student that will be arriving next week. She has reviewed his IEP, but does not feel that it gives detailed information on the unique learning styles specific to him. She would like to have some strategies in place for a smooth arrival and transition, but is not sure where to start. You meet with her to discuss the procedures that your LEA has outlined for students transferring in from outside the LEA and you discuss steps she might take to further assess the student's strengths and needs.

# *Consultation versus Coaching*

Scenario #2

A teacher wants your help with individualizing visual schedules for her students.  She completes a self-assessment and you complete a walk-through, focusing on the implementation and individualization of visual schedules.  Afterword, you debrief and based on the data you both collected, you discuss strengths of the implementation of this strategy.  You then work together to complete a Schedule Worksheet for one student, which uses information about the student's unique learning styles to guide individualization of a schedule.  The teacher agrees that she will be responsible for completing Schedule Worksheets for the remainder of her students.  You agree to be responsible for developing a visual schedule for the one student who was discussed during your debrief conversation, as a model.  You collaboratively document  a summary of your debrief conversation and responsibilities for the week.  You agree to schedule a follow-up meeting a week later.

# *Consultation versus Coaching*

Scenario #3

You have been contacted by your EC Director to support the transition of a student from middle school to high school next year. You work with the middle and high school teams to develop a plan of support that includes:
- A transition meeting prior to the end of the school year.
- Having the high school teachers observe the middle school classroom to get a better understanding of evidence based practice implementation and progress monitoring.
- You spend time with the high school team prior to the new school year developing supports for when the student arrives.
- You have the teacher complete a self-assessment.
- At the beginning of the school year you work with the high school teacher(s) using a process of observation, goal development, modeling and provision of guided practice around the goals.
- You have discussion with the teacher around progress monitoring of the goals developed and evaluation of the process.

# ***Consultation versus Coaching***

Scenario #4

You have been contacted by a principal in regards to the behavior of a Kindergarten student who is identified with autism.  This student spends most of his day in the General Education Classroom.  The principal requests that you come observe the student and help the teacher implement supports.  During the observation and debrief discussion with the teacher, it becomes known that she does not have any knowledge of autism or experience working with students with autism.  You encourage the teacher to register for an upcoming Professional Development targeting working with students with autism.  You also have discussion around some Evidence Based Practices that may be helpful and offer to e-mail her some resources.  Lastly, you provide her with an online resource of modules in order to get more information about autism and effective supports.  You inform the teacher that you will follow up with her in 2 weeks; after she has viewed some of the modules and resources, and attended the upcoming training.

# _Characteristics of Effective Coaches_

| Beliefs | Teaching Expertise | Coaching Skills |
|---|---|---|
| An effective coach:<br>*Is willing to learn.<br><br>*Has a passion for ongoing development.<br><br>*Believes in others' capacity to grow & develop.<br><br>*Has the attitude that everyone is important.<br>*Does not presume to have "The Answer."<br><br>*Understands his or her own assumptions & makes those transparent.<br><br>*Is committed to continuous improvement.<br><br>*Has moral purpose.<br><br>*Can let go of feeling responsible for another person's behaviors. | An effective coach:<br>*Is skilled in instructional planning.<br><br>*Demonstrates success in his or her work as a classroom teacher.<br><br>*Reflects on his or her own practice.<br><br>*Articulates his or her own practice.<br><br>*Uses multiple methods of assessing students.<br><br>*Has strong classroom organization and management.<br><br>*Is fluent in multiple methods of delivering instruction. | An effective coach:<br>*Understands and applies knowledge about adult development.<br><br>*Diagnoses teachers' needs.<br><br>*Aligns support to teachers' identified needs.<br><br>*Communicates effectively.<br><br>*Listens skillfully.<br><br>*Uses effective questioning skills.<br><br>*Understands and employs a specific reflection process. |

*Killion, J. & Harrison, C. (2006). _Taking the lead: New roles for coaches and teacher leaders._ Oxford, OH: National Staff Development Council.

# _Characteristics of Effective Coaches_

| Relationship Skills | Content Expertise | Leadership Skills |
|---|---|---|
| An effective coach:<br>*Has good interpersonal relationships.<br><br>*Wants to be part of a team.<br><br>*Fosters trust.<br><br>*Works effectively with teachers and principals.<br><br>*Is respected by peers.<br><br>*Has patience for the learning process. | An effective coach:<br>*Possesses & applies appropriate, in-depth content knowledge.<br><br>*Uses research & theory to support instructional decisions.<br><br>*Establishes a collegial learning environment to support teachers in reflecting on their practice.<br><br>*Stays current with changes in curricula & new instructional practices. | An effective coach:<br>*Stays abreast of best practices in professional learning.<br><br>*Engages others in developing plans for improvement.<br><br>*Maintains a productive culture.<br><br>*Communicates the school's vision.<br><br>*Aligns work with school goals.<br><br>*Uses data to make decisions.<br><br>*Understands and applies knowledge about change. |

*Killion, J. & Harrison, C. (2006). _Taking the lead: New roles for coaches and teacher leaders._ Oxford, OH: National Staff Development Council.

# *Types of Coaching*

Five models of coaching:

Instructional Coaching - "Customize professional development to match each teacher's needs & interests while they help the school establish a common understanding across all teachers." (Sweeny, Barry W. 2001, p. 50)

- Demonstrate lessons.
- Co-plan lessons:  Assessment, solve problems, and reflect.
- Co-teach to support teachers in professional growth.
- Primary responsibility is to reflect with teachers and provide nonjudgmental support.
- Gradual release model (I do, we do, you do).

# _Types of Coaching_

Five models of coaching:

Technical Coaching -  "Helps teachers to answer training to classroom practice.  It follows training in specific teaching methods: this model pairs consultants with teachers or teachers with one another." (Garmston, Robert. 1987, p. 18)

- Utilized when the coach needs to provide specific information about how to do something, give advice, or problem solve.
- Coach's focus is on helping teachers acquire logistical information or content knowledge.
- The goal here is to ensure fidelity of a program.

# _Types of Coaching_

Five models of coaching:

Content Coaching - Supports teachers and offers feedback based on content area.

- Work is based on content standards and data related to instruction and student learning.
- Assist teachers with lesson planning around content standards, along with analyzing and reflecting on those lessons.

# *Types of Coaching*

Five models of coaching:

Cognitive Coaching - Based on the belief that clients have internal resources & their own best answers (Cognitive Coaching Process - Costa, Arthur & Garmston. 2002.)

- The coach reflects the clients' thinking back to them, helping them to find their own way.
- Support building the teachers' internal resources & capacities.
- Focus on support teachers to become conscious of their actions and the impact of those actions on their learners.

# *Types of Coaching*

Five models of coaching:

Peer Coaching - "A process where teams of teachers regularly observe one another and provide support companionship, feedback, and assistance." (Valencia, Sheila & Killion, Joellen. 1988, p. 170).

- Requires that each person act as the coach and as the client at different times.
- Appropriate when two or more teachers want to collaborate in order to improve instruction.

# _Roles & Responsibilities of Coaches_

1. Resource Provider
2. Data Coach
3. Instructional Specialist
4. Curriculum Specialist
5. Classroom Supporter
6. Learning Facilitator
7. Mentor
8. School Leader
9. Catalyst for Change
10. Learner

# _The Future of Coaching Programs_

As teaching and learning continue to evolve, so will coaching. Coaching programs will:

- Build new capacity for school leadership.
- Continue to influence individual teachers & teacher teams.
- Build organizational capacity.
- Adapt with technology.

# _<u>Resources</u>_

- Killion, Joellen, Cindy Harrison, Chris Bryan, and Heather Clifton. _Coaching Matters_. Oxford, OH: Learning Forward, 2012. Print.
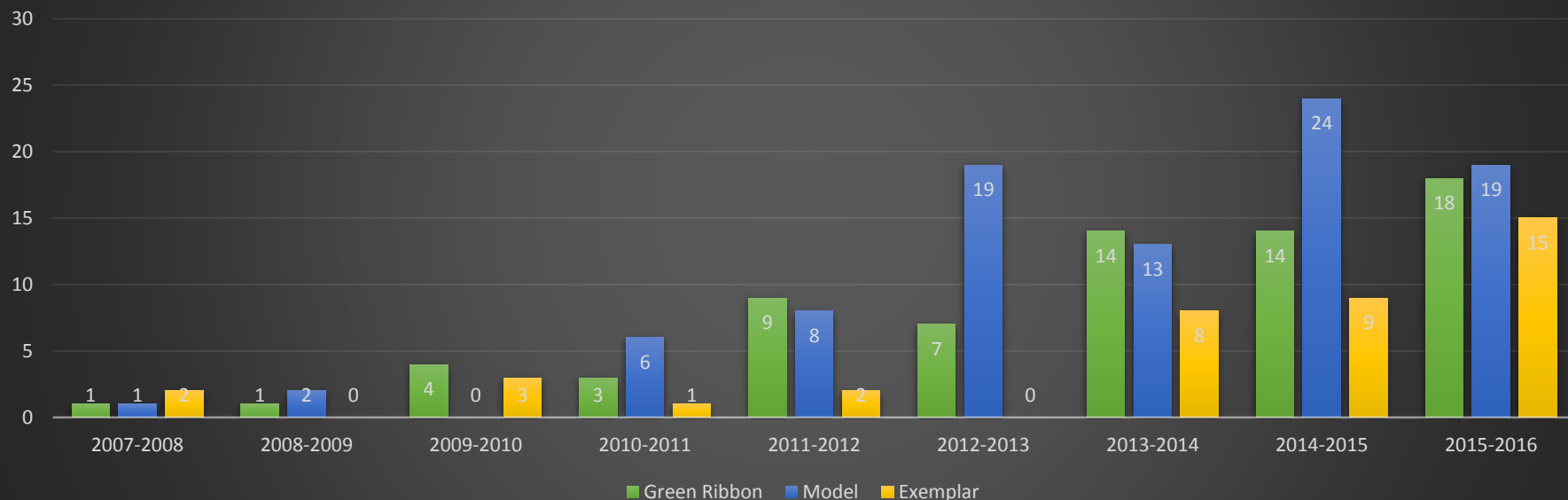
# Coaching PBIS

Cumberland County Schools

# Cumberland County Schools PBIS Stats

- 87 schools in the district

- 58 schools implementing PBIS at different tiers of implementation

- 39 Implementing Elementary Schools

- 9 Implementing Middle Schools

- 8 Implementing High Schools

- 2 Implementing Alternative Schools

**Cumberland County Schools PBIS State Recognition**

| Year | Green Ribbon | Model | Exemplar |
|------|-------------|-------|----------|
| 2007-2008 | 1 | 1 | 2 |
| 2008-2009 | 1 | 2 | 0 |
| 2009-2010 | 4 | 0 | 3 |
| 2010-2011 | 3 | 6 | 1 |
| 2011-2012 | 9 | 8 | 2 |
| 2012-2013 | 7 | 19 | 0 |
| 2013-2014 | 14 | 13 | 8 |
| 2014-2015 | 14 | 24 | 9 |
| 2015-2016 | 18 | 19 | 15 |

- Despite growth in schools trained in PBIS, we experienced little growth in recognition
- 2014-2015 began focus on building In-school coaching support
- 2015-2016 began strategically addressing coaching in schools
- 2016-2017 developed stronger support for schools & providing coaching PD sessions

# PBIS District Tiered System of Support

**Coaching Schools & Sustaining Implementation**

Behavior Team Support
Targeted training
Data driven problem solving sessions

Meetings with PBIS team
Increased fidelity checks
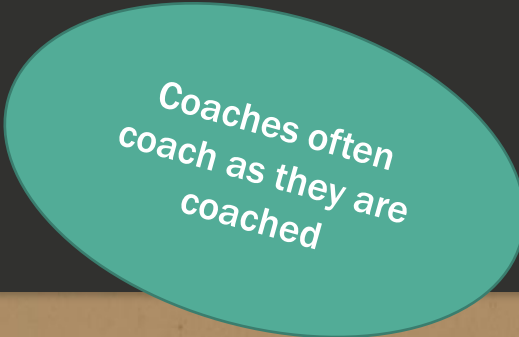Faculty PD
Meetings with In-school coach

District Coaches' Meetings
Fidelity Checks
Implementation Support
Data Support
PBIS Team Training
Frequent Communication

# Coaching Challenges

- Diverse roles of In-School Coaches

- Understanding of coaching role

- Leadership & coaching experience

- Principal's view of coaching role

- Different In-School Coach from year to year

# Supporting In-School Coaches - Monthly District Meetings

- Keeps coaches updated & engaged

- Allows coaches to network

- Provides time for professional development sessions

- Opportunities to learn from the experience of others

- Fosters support and relationship building

- Models coaching in action

Coaches often coach as they are coached

# Supporting In-School Coaches- Multiple Digital Supports

- Edmodo

- Video conferences

- Instructional videos

- TACKK                                https://tackk.com/h6gzuw

- Tiered Intervention Site             https://tackk.com/kmullv
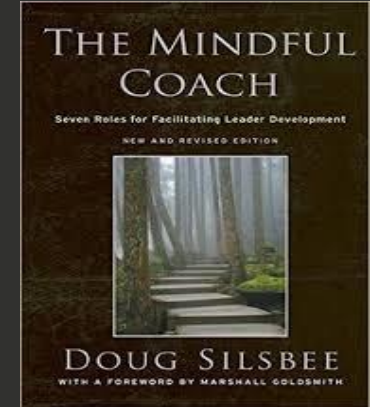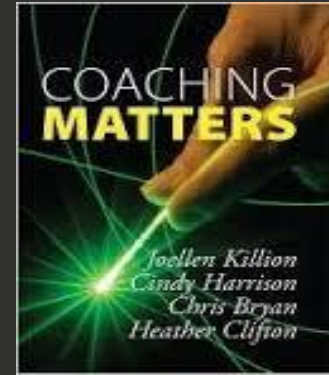
- Dropbox

# Developing Coaching Skills

Assess  PBIS coaching skills
- PBIS In-school Coach assessment
- Assess personal strengths
  http://richardstep.com/richardstep-strengths-weaknesses-aptitude-test/free-aptitude-test-find-your-strengths-weaknesses-online-version/

Provide Coaching instruction
- Dedicated time to discuss & strengthen skills
- Research-based methods

# Our First Three Seasons

| Season | Wins | Losses |
|---|---|---|
| 2013-14 Focus on the "Helmet" (beliefs, knowledge, & skills) | <ul><li>No more silos!</li><li>Shifting perceptions.</li><li>Road map in place (manual).</li><li>Knowledge/Skills improved.</li><li>Developed 4GE and 2EC lead coaches</li></ul> | <ul><li>Admin understanding about coaching for all levels of teacher talent.</li></ul> |
| 2014-15 | <ul><li>Added more 3 schools and 3 coaches</li><li>Developed coaching support</li><li>Had successful coaching relationship</li><li>Continued coaching PD</li></ul> | |
| 2015-16 Focus on the "Team" | | |

# Current Season "Team CCS"

## Our "Play Clock" is Still Running

# Where we are?

| Season | Wins | Losses |
|---|---|---|
| **2016-17 Focus on the "Building the Franchise"** (capacity, sustainability, and logistics)  | <ul><li>Involving all CTCs, CCs, and EC Lead Staff</li><li>Continue to remain un-siloed</li><li>Adjusting coaching PD plan reflectively and proactively</li><li>Involving all stakeholders in decision-making</li><li>Needs-based PD</li></ul> | |

# Huddle Time!

### GE Coaches

- Questions We Had:
  - Do we need the same "playbook" or does it need to be revised?
  - What are the needs of our team?
  - What do our admin need to better equip them to utilize coaches effectively in their buildings?

### EC Coaches

- Questions We Had:
  - Do we "punt" or continue "running the ball?"
  - Do we keep the same "players" on the team?
  - Do we need our "special teams?"

# Moving Forward with EC Coaching

Continue coaching...
- Research-Based Programs (reading/math)
- Behavioral Interventions
- Programming for students with autism
- Progress Monitoring
- EC Compliance (logistics and paperwork)
- Instructional Strategies for students with HI or VI

# GE Coaching:

**4th Down &
Time to Punt**

# Coaching Support

**Presentation of Raw Data**

**Digging Deeper**

**Future Plan for Coaching Support**
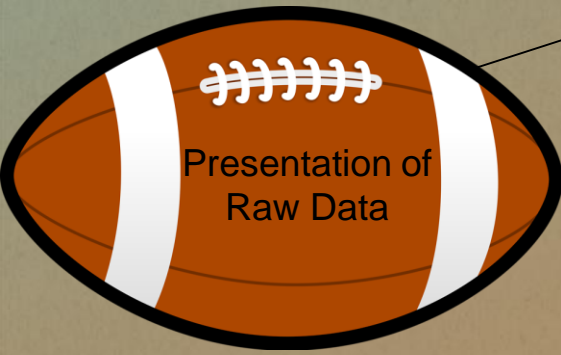
To review / process the data

To interpret / clarify the data

To make decisions based on data

10 20 30 40 50 40 30 20 10

# What We Discussed


Question about Types of Coaching

Interpretation: Most of us want to know more about Post-Observation Coaching strategies and Group Coaching strategies.

Which coaching strategies are you interested in learning about to use at your school?


Question about Barriers to Coaching

Perceptions of Coaching


Time


Question about Instructional Support

Interpretation: About a 50/50 split between more/less than half of our days are spent directly supporting instruction.

How much of your time is spent directly supporting instruction on a typical school day ? (Ex. Planning, Modeling, Analyzing Instructional Data, Observing & Giving Feedback to Teachers, Creating Instructional Materials, and Working Directly with Students)


Question about Teacher Support

Interpretation: Most of us are asked to support teachers with Engagement, Student Behavior, Using Assessment Data, Eureka, and Reading Interventions.

Which of the following do your teachers ask you to support at your school? Check any that apply.
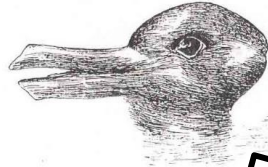

"TV Time-Out"/Note Cards

On an index card, please describe a real-world scenario that could be addressed with coaching.

Please complete individually.


Question about Coaching

Interpretation: Most of us think that sharing real-world experiences, examples, and learning coaching strategies would be the most beneficial.

Real-World Scenarios

Coaching Playbook

Sharing and Learning from Each Other's Experiences


"TV Time-Out" / Table Talk

Can you be more specific regarding the type of assessment data your teachers are asking you to support?

Can you be more specific regarding the type of support your teachers need regarding Eureka Math (implementation fidelity, planning, etc.)?

Please respond on the green sheet (one per table).


Question about Coaching PD Needs

Interpretation: Most of us want more PD on building our coaching skills and/or coaching strategies.

Coaching Skills

NEW SKILLS

CLEMSON

Coaching Playbook

# Future Plans for Coaching Support

Experience Sharing (small groups)

Coaching Strategy / Protocol

Coaching Successes

Future Plans

# Coaching within Haywood County Schools

- *2014 became part of NCSIP's Coaching Collaborative*
- *Created "Leadership Team" to support initial coaching with two pilot schools*
- *Grown district-wide*
- *Grown within EC Department*
  - *Related Services*

# **Overall Goals**

Empower Teachers

Increase Student Achievement

Build Relationships

Further Develop Communication

*Teacher and Student*        *Teacher and Coach*

*Coach and Principal*

# BIG PICTURE

## LEAD TEACHERS / INSTRUCTIONAL COACHES

- *8 Elementary*
- *3 Middle School*
- *3 High School*
- *1 Exceptional Children*
- *1 Behavioral Support Specialist*
- *1 Speech Language*
- *1 Psychologist*
- *1 OT/PT*

# **Why Lead Teachers?**

Meet once per month with Supervisors facilitating

- *High level of content knowledge*
- *Curriculum / Assessment experts*
- *Leadership skills*
- *Good communication skills*
- *Work collaboratively w/ teachers and principals*

# **Why Leads within Related Services?**

Meet once a month with Lead Provider facilitating

- *Build consistency within team*
- *Monitor student progress*
- *Referral Process*
- *Communication with teachers*
- *Collaborate to problem solve*

# **Who receives coaching?**

- Teacher effectiveness monitored/evaluated

  - *Walk-thru Observations*
  - *Formal Observations*
  - *Fidelity Checks*
  - *Principal Referrals*
  - *Self-assessment*
        ***Volunteer for coaching!*

# Identified for coaching, then what?

Investigate…further observations, discussions with teachers…

- *Pinpoint need*
- *Plan with teacher / develop strategy*
- *Modeling / Guidance…as long as needed/effective*
- *Fade Support*

*Communication with all parties involved is KEY!*

# TECHNOLOGY

- *MacBook Air Computers*
- *iPad Air Devices*
- *Swivls / Snowball Mics*
- *Bluetooth Head sets*
- *Google Hangout*
- *Google Drive*
- *Apple TVs*
- *Dongles*

# **Haywood County Schools**

- *Contacts:*
  - Carla Melton, EC Lead Teacher    cmelton@haywood.k12.nc.us

  - April Wilson, Lead Behavioral Support Specialist
    awilson@haywood.k12.nc.us

  - Brandi Stephenson,  EC Director   bstephenson@haywood.k12.nc.us

# Winston-Salem/Forsyth County Schools
# Autism Team
# March Institute
# 2017

# Autism Team

**Team Members:**
- Lisa Ewell (Autism Liaison)
- Jenny Gray (Autism Liaison)
- Jenny Greene (Occupational Therapist)
- Chris Pomper (Speech-Language Pathologist)
- Cassie Robacker (Autism Liaison)

**Contact Information:**
- Office: 336.703.4259
- Fax: 336.748.3029
- Location: Winston Salem/Forsyth County Schools

# General Approach

1. **Provide Training**
   - EC Teachers / TA's / Total Staff / Administration
   - Trainings include but are not limited to:
     - Autism Overview
     - Evidence Based Practice
       - Environment – Classroom 'Set-Up'
       - Structured Teaching (visual supports, schedules, work systems)
       - Communication
       - Sensory Integration
       - Data Collection
       - Behavior
     - Functional Curriculum for the moderately functioning student
     - Make-n-Take – enhancement activities to support curriculum

# General Approach – (continued)

## 2. Consultation / Coaching

- Consultation: Information gathering (IEP, target behavior(s), requested area of support), classroom observation, follow-up meeting with the teacher (see Form 1).  Referral situations (typically student based)
- Coaching: Autism Team demonstrates Evidenced Based Practice (EBP) strategies within the classroom setting.  Area of focus is determined by Rubric Walk-Through.  Coaching is done in focus classrooms for the 2016-2017 school year (27 total separate setting classrooms; K-8)

## 3. Progress Monitoring

- Rubric Walk-Through (see Form 2: criterion referenced)
    - Separate setting classrooms serving students with a mode functioning level
    - Follow-up meeting with the teacher and building level administer to review completed Rubric

**Form 1**
**Classroom Visit – Contact Form**

## AUTISM TEAM
### Classroom Visit

Date: _____ School: _____

Teacher: _____ Arrival Time: _____ Departure Time: _____

**Type of contact:**

☐ Classroom Observation _____   ☐ Meeting _____

☐ Coaching _____   ☐ Other _____

| Who is in attendance: | Notes/Questions: |
|---|---|
| _____ <br> _____ <br> _____ <br> _____ <br> _____ | Draft |
| **Strengths:** | |

| To Do: | Who is responsible? | When will it be completed? |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

**MAP/CORE – Functional Classroom**
**Rubric of Essential Components**

School: _____  Date: _____  Time of Visit: _____

Teacher: _____  # of TA's: _____  # of Students Present: ___

Form 2
Rubric Walk-Through
Page 1

| Transitions Observed:   YES     NO | In Place Status | | | |
|---|---|---|---|---|
| | Full **2** | Partial **1** | Not **0** | Not Observed |
| **Environmental Inventory** | | | | |
| Designated (labeled) areas of room:<br>__1:1 or small group tables for direct instruction – (2)<br>__Independent work systems (TEACCH) – (2-3)<br>__Whole group – 'circle time'<br>__Choice area – i.e. sensory items, puzzles, books, etc.<br>__Computers<br>__Individual schedules/Command Central<br>__Backpacks/cubbies<br>__Breakfast (whole group) table | | | | |
| Appropriate use of boundaries; classroom has defined areas yet is easily accessible to students and staff | | | | |
| Well organized / materials easily accessed / clutter-free / purposeful use of wall space | | | | |
| Home/School Notebook sent home daily with 'Daily Sheet' indicating activity and behavior | | | | |
| Sensory tools readily available:<br>__fidgets __seat cushion __weighted lap pad __ CD __Other: | | | | |
| **Structured Teaching** | | | | |
| Individual visual schedules:<br>__Posted   __In use by students | | | | |
| Current master classroom schedule posted at command central | | | | |
| Teacher assistant schedules/roles/responsibilities are posted at command central | | | | |
| Classroom staff demonstrating knowledge of established roles & responsibilities | | | | |
| Lanyard visual supports are in use by all classroom staff:<br>__Lead Teacher   __TA 1   __TA 2 | | | | |
| Evidence of use of visual supports:<br>__social stories __ desk cues __ classroom rules __break cards __First-Then __ token boards __ choice boards<br>__Other: | | | | |

Form 2
Rubric Walk-Through
Page 2

| | In Place Status | | | |
|---|---|---|---|---|
| | Full 2 | Partial 1 | Not 0 | Not Observed |
| **Evidence and use of work systems (TEACCH):** __ Students are independent __Appropriate task creation based on skill level __Monitored and reset by floater __Other: | | | | |
| **Routines and expectations are taught, practiced and positively reinforced** Observed: *(either being taught or student understanding indicates routine was previously taught)* | | | | |
| **Evidence of classroom staff demonstrating errorless teaching during Direct Instruction** | | | | |
| **Attention getting cues are used** __timer __verbal __visual supports __rules __Other: | | | | |
| **Communication/AAC** | | | | |
| All students have a way to communicate and staff consistently models the use of these AAC systems. __PECS __Single Switch __GO TALK/Quicktalker __Picture Symbols/Boards (list): __Other: | | | | |
| Software installed and evidence of use by teacher to expand classroom activities & students actively engaged with the software. __DTT __Boardmaker __Classroom Suite __Pixwriter __Other: | | | | |
| Evidence of planned and unplanned opportunities for student engagement through communication. __Requests: __wants __needs __Responses to Communication: __ questions __ greetings __ comments __Initiation of Communication: __ questions __ greetings __ comments __Other: | | | | |
| **Curriculum/IEP/BIP** | | | | |
| Use of Styer-Fitzgerald Functional Curriculum based on completed assessments | | | | |
| Evidence of data collection and lesson plans for Styer-Fitzgerald Notebook(s) include: __data sheets (current) __lesson plans | | | | |
| For those students with problem behaviors, evidence of individualized strategies, including documentation (data) | | | | |

Draft

# Challenges

1. Buy-in from teachers and teacher assistants
2. Staff turnover / teacher shortage
3. Lack of planning time for teachers
4. Inconsistent understanding of disability and EBP from building administrators
5. Growing number of students with Autism

Due to the challenges we face, the Autism Team frequently reassesses how best to support teachers, build capacity and ultimately, meet the needs of our students with Autism Spectrum Disorder.

# Q & A

Who dares to TEACH must never cease to LEARN

-John Cotton Dana

# WSFCS AUTISM TEAM
### Classroom Visit

Date: _____ School: _____

Teacher: _____ Arrival Time: _____ Departure Time: _____

**Type of contact**:

☐ Classroom Observation _____     ☐ Meeting _____

☐ Coaching _____     ☐ Other _____

| Who is in attendance:<br><br>_____<br><br>_____<br><br>_____<br><br>_____<br><br>_____<br><br>_____<br><br>**Strengths:** | Notes/**Questions:** |
|---|---|

| To Do: | Who is responsible? | When will it be completed? |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

School: _____  Date: _____  Time of Visit: _____

Teacher: _____  # of TA's: _____  # of Students Present: ___

| Transitions Observed:   YES     NO | In Place Status | | | |
|---|---|---|---|---|
| | Full 2 | Partial 1 | Not 0 | Not Observed |
| **Environmental Inventory** | | | | |
| **Designated (labeled) areas of room:** __1:1 or small group tables for direct instruction – (2) __Independent work systems (TEACCH) – (2-3) __Whole group – 'circle time' __Choice area – i.e. sensory items, puzzles, books, etc. __Computers __Individual schedules/Command Central __Backpacks/cubbies __Breakfast (whole group) table | | | | |
| **Appropriate use of boundaries; classroom has defined areas yet is easily accessible to students and staff** | | | | |
| **Well organized / materials easily accessed / clutter-free / purposeful use of wall space** | | | | |
| **Home/School Notebook sent home daily with 'Daily Sheet' indicating activity and behavior** | | | | |
| **Sensory tools readily available:** __fidgets __seat cushion __weighted lap pad __CD __Other: | | | | |
| **Structured Teaching** | | | | |
| **Individual visual schedules:** __Posted    __In use by students | | | | |
| **Current master classroom schedule posted at command central** | | | | |
| **Teacher assistant schedules/roles/responsibilities are posted at command central** | | | | |
| **Classroom staff demonstrating knowledge of established roles & responsibilities** | | | | |
| **Lanyard visual supports are in use by all classroom staff:** __Lead Teacher  __TA 1  __TA 2 | | | | |
| **Evidence of use of visual supports:** __social stories __ desk cues __ classroom rules __break cards __First-Then __ token boards __ choice boards __Other: | | | | |

| | In Place Status | | | |
|---|---|---|---|---|
| | Full 2 | Partial 1 | Not 0 | Not Observed |
| **Evidence and use of work systems (TEACCH):** __ Students are independent __Appropriate task creation based on skill level __Monitored and reset by floater __Other: | | | | |
| **Routines and expectations are taught, practiced and positively reinforced** Observed: *(either being taught or student understanding indicates routine was previously taught)* | | | | |
| **Evidence of classroom staff demonstrating errorless teaching during Direct Instruction** | | | | |
| **Attention getting cues are used** __timer   __verbal   __visual supports __rules   __Other: | | | | |
| | | | | |
| **Communication/AAC** | | | | |
| **All students have a way to communicate and staff consistently models the use of these AAC systems.** __PECS   __Single Switch   ___GO TALK/Quicktalker __Picture Symbols/Boards (list): __Other: | | | | |
| **Software installed and evidence of use by teacher to expand classroom activities & students actively engaged with their software.** __DTT   __Boardmaker   ___Classroom Suite   __Pixwriter __Other: | | | | |
| **Evidence of planned and unplanned opportunities for student engagement through communication.** __Requests:  __wants __needs __Responses to Communication: __ questions __ greetings __ comments __Initiation of Communication:  __ questions __ greetings __ comments __Other: | | | | |
| | | | | |
| **Curriculum/IEP/BIP** | | | | |
| **Use of Styer-Fitzgerald Functional Curriculum based on completed assessments** | | | | |
| **Evidence of data collection and lesson plans for Styer-Fitzgerald** Notebook(s) include: __data sheets (current) __lesson plans | | | | |
| **For those students with problem behaviors, evidence of individualized strategies, including documentation (data)** | | | | |